

# 2

## WHY DO WE STUDY GEOGRAPHY?

### Learning objectives

By the end of this unit, pupils will have achieved a greater understanding of the following concepts:

- physical features in different parts of Spain
- major mountains and mountain ranges in Spain
- the main rivers and bodies of water in and around Spain
- how rivers flow
- how raised-relief maps show different levels of elevation in an area

### Competencies

This unit covers the following competencies:

- Sci C2: Scientific thinking competency 
- Sci C3: Problem-solving competency 
- Sci C4: Competency in self-awareness and empathy 
- Sci C5: Competency in preservation of natural and cultural heritage 

### Key vocabulary

**Geographical features:** geography, physical features, plain, valley

**Bodies of water:** ocean, river, tributary

**Mountains and mountain ranges:** mountain, mountain range, peak, summit

**Maps and locations:** 3D, border, east, elevation, kilometre, location, metre, north, relief, representation, setting, south, southeast, southwest, west

### Cambridge English Qualifications practice

You will find **A1 Movers** activity types in the following exercises:

Pupil's Book, Page 28, Activity 1 – Reading and Writing Part 4

Activity Book, Page 13, Activity 9 – Reading and Writing Part 3

Throughout this unit, you will find the following **A1 Movers** vocabulary:

centre, city, climb, country, different, lake, last, map, mountain, near, quickly, river, top, water, waterfall





## Digital Resources on Cambridge One

- Song: *Our natural resources*
- Video documentary: *Geography of Spain and the Community of Madrid*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
  - Flashcards: 10–17
  - *Our Project* content: Posters 1–3, Project Worksheets 1–3, Project Assessment Grids 1–3, self- and peer-assessments
  - Revision worksheets
  - Concept map
  - Letter to parents
  - Practice Extra answer keys
  - Oracy talking points worksheet and cue cards
  - Programaciones
  - Downloadable class audios and videos

### Materials needed for *Hands on*

- colouring pencils
- paper
- pencils
- yellow and brown modelling clay

### Materials needed for other activities

- blank map of the Community of Madrid
- blank map of Spain
- paper
- sticky notes

## UNIT 2 PAGES 20-21

### Objective:

Pupils will be able to identify and name some physical features from different parts of Spain.

### Key vocabulary

geography, mountain range, ocean, peak, physical features, plain, river, valley



### Warm up

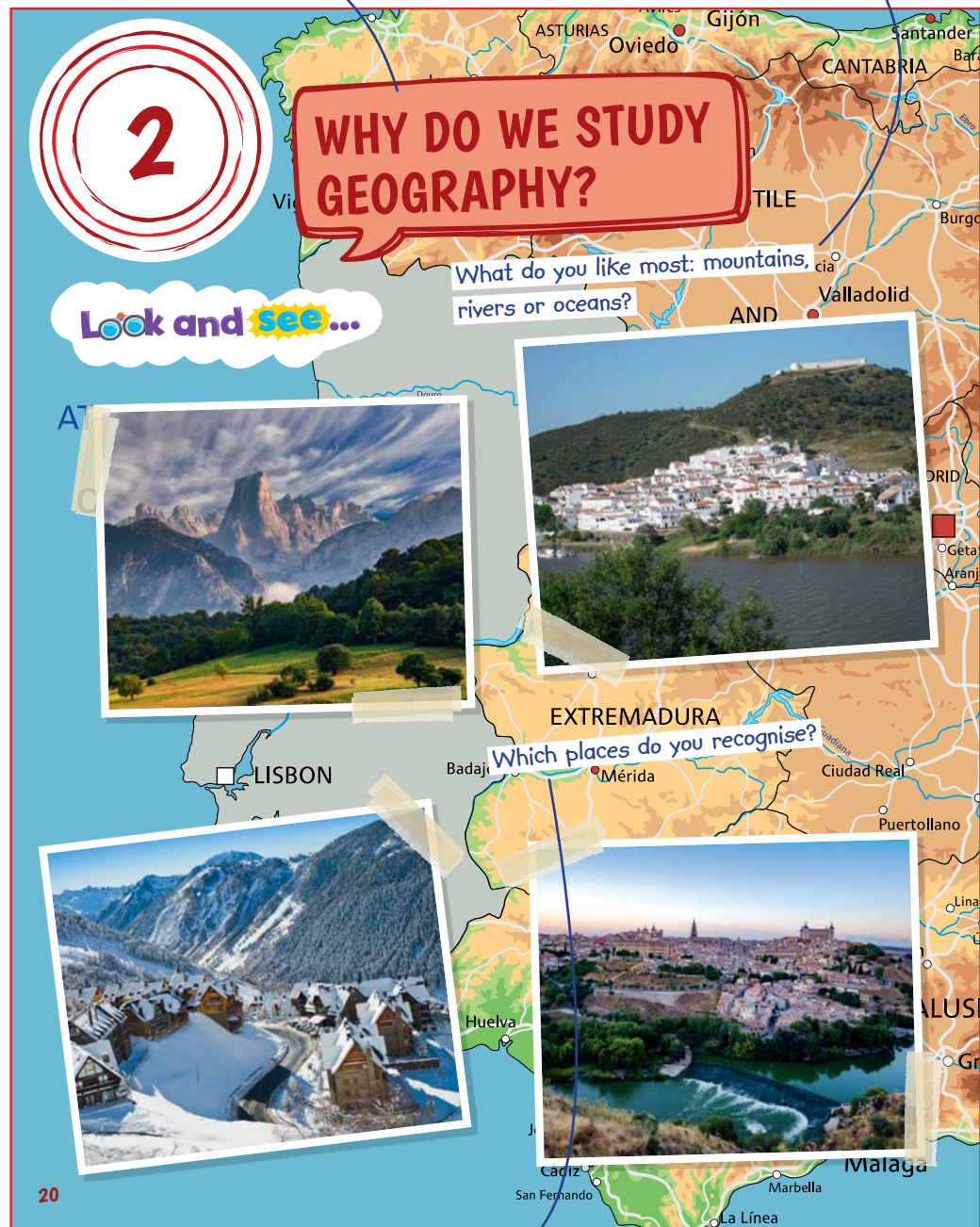
- In pairs, pupils look at the photos on pages 20 and 21 and discuss what they can see.
- Ask pupils to predict what they are going to study in this unit and to explain why they think this.
- Ask each pair to write their own questions about the photos on pages 20 and 21. They then share their questions with the rest of the class.

### Main concepts

Hand out a blank map of Spain. Ask pupils to write the facts that they already know about Spain's physical features inside the country border in one colour, their opinions about Spain's geography on the outline of the country in a second colour, and some questions in the bodies of water surrounding Spain in a third colour. They can add to the map as the unit progresses.

Geography helps us understand the relationship between the physical features of a place and the people who live in those places, as well as the climate, landscapes and other living things.

Pupils' own answers



From left to right, top to bottom across the two pages: Picos de Europa National Park, Sanlúcar by the Guadiana River, plains with horses in Andalucía, Ebro River with valley and mountains, snowy landscape in the Pyrenees, Toledo surrounded by the Tagus River



## Learn more

- Ask pupils to investigate a mountain or river near their local area.
- If they investigate a mountain, they should find out how high it is.
- If they investigate a river, they should find out where it meets another river or a lake, sea or ocean.

### Song

The song in this unit focuses on Spain's natural resources.

### Documentary

The documentary in this unit focuses on the geography of Spain and the Community of Madrid.

Pupils' own answers

For next lesson ... paper



## UNIT 2 PAGES 22–23

### Objective:

Pupils will be able to name and locate major mountains and mountain ranges in Spain.

### Key vocabulary

border, elevation, kilometre, location, lynx, metre, setting, southeast, southwest

### Tip

You may want to write or display a list of the highest mountains in the world, in Europe and in Spain on the board for reference.



### Warm up

- Play a game of *Mountain bingo*. Ask pupils to write down nine different mountain ranges or mountains in three rows. Explain that you are going to call out different continents (easier) or countries (more difficult).
- Each time you call out a continent or country, note it down on a piece of paper. If a pupil has a mountain on that continent or in that country, they cross it off their bingo card, e.g. row 1 might contain *Everest*, *Mount Teide* and *Mount Kilimanjaro*. If you call out Tanzania or Africa, pupils cross off *Mount Kilimanjaro*, and so on.
- Continue calling out countries or continents until a pupil has crossed off a row, a line or has a 'full house'. Check the pupil's card against your list.

Mountains include Mount Teide, the Picos de Europa, Torre Cerredo, Almanzor, Moncayo, Bañuela, Mulhacén, La Mujer Muerta and Aneto, amongst others. Mountain ranges include Cordillera Cantábrica, Cordillera Bética, Sistema Central, Sistema Ibérico, Sierra Morena and the Pyrenees.

### WHAT MOUNTAINS ARE THERE IN SPAIN?

The highest mountain in Spain is **Mount Teide**. It is 3,718 metres high. It is located on Tenerife, in the Islas Canarias.

Find out which autonomous communities the Picos de Europa extend across.

#### CORDILLERA CANTÁBRICA

The **Picos de Europa** are located in the **Cordillera Cantábrica**.

#### SISTEMA CENTRAL

The **Sistema Central** is located in the centre of the Iberian Peninsula. There is a mountain there called *La Mujer Muerta*. If you look at it from Segovia, it looks like a woman is lying down and holding her hands.

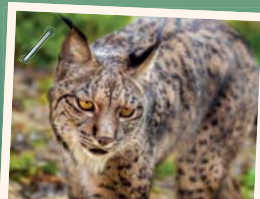
#### SISTEMA IBÉRICO

The **Sistema Ibérico** extends for more than 500 kilometres, from the north of Spain to the east. The Duero and Tajo Rivers begin in this mountain range.



#### SIERRA MORENA

The **Sierra Morena** is located in the south of Spain. The Iberian lynx can be found here.



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Asturias, Cantabria and Castilla y León

It is known as the *Cola de caballo* because it looks like a horse's tail.

People practise winter sports, such as skiing and snowboarding.

## PYRENEES

The **Pyrenees** form a natural border between Spain and France. It extends from the Mar Cantábrico to the Mediterranean Sea.

Do you know what this waterfall is called? What does it look like?

Did you know that Mount Teide is a sleeping volcano and the world's third highest?



## CORDILLERA BÉTICA

The **Cordillera Bética** is located in the south and east of the Iberian Peninsula. The highest point on the Iberian Peninsula, Mulhacén, is located in this mountain range, as is the Sierra Nevada.

What do people do in the Sierra Nevada?

## What have I learnt?

Read and choose.

- The mountain called *La Mujer Muerta* is in ....  
a the Cordillera Cantábrica.    b the Sistema Central.
- The Duero and Tago Rivers begin in ....  
a the Sistema Ibérico.    b the Cordillera Cantábrica.
- The Pyrenees form ..... between Spain and France.  
a the highest mountain    b a natural border

Find a mountain range in Madrid hidden somewhere in this unit.

- b
- a
- b

Hidden mountain range on page 27.

## Main concepts

- Hand out a piece of paper to each pupil. Assign a mountain to each pupil and ask them to write its name and elevation on the paper.
- Ask pupils to get into three rows. Pupils in row 1 hold the highest mountains in the world. Row 2 stand in front of Row 1 and hold the highest mountains in Europe. Row 3 stand in front of Row 2 and hold the highest mountains in Spain. Within their row, pupils stand in descending order of elevation.
- Ask pupils to compare the elevation of their mountain with pupils in front of them and behind them. With the help of pupils, create a table on the board to record the different elevations in each row.

## Learn more

- Play *Around the world*. Choose a volunteer to begin. Ask them to stand behind a seated pupil. Explain that you are going to call out the elevation or location of a mountain in Spain. The first of the two pupils to say the correct mountain continues in the game and stands behind another seated pupil. The other pupil either stays seated, or takes the seat of the pupil they were competing against.
- Continue calling out locations and elevations until all pupils have had a turn. The winner is the person who has moved the most times from their original location.

## Objective:

Pupils will be able to name and locate the main rivers and bodies of water in and around Spain. They will also understand what the source and mouth of a river are.

## Key vocabulary

empty into, expression, flow, marshland, mouth of a river, source, tributary

## Tip

Tell pupils to research a few facts about some of the best-known rivers of the world, including in Europe and Spain before the lesson.



## Warm up

Arrange pupils into small groups of four or five. Ask pupils a range of short quiz questions on the major rivers of the world and Europe, e.g. 1. On which continent is the Mekong River found? 2. What is the longest river in Europe? 3. Name a country that the Amazon flows through. 4. What is the longest river in the world? 5. What is the widest river in the world? 6. Name the river that forms a border between Switzerland and Liechtenstein, and Germany and France.

Rivers flow from their source, where they begin, to their mouth, where they empty into another river or a lake, sea or ocean.

## HOW DO RIVERS FLOW?

The **rivers in Spain** empty into three major bodies of water: the Atlantic Ocean, the Mediterranean Sea and the Mar Cantábrico.

The **mouth of a river** is where it meets another river or a lake, sea or ocean. The **source** of a river is where a river begins.



It is a direct translation of the Spanish expression 'Eres como el Guadiana'. It refers to the fact that the Guadiana, in its early stage, disappears underground at intervals and then reappears over ground. The expression is used to describe someone who disappears and reappears unexpectedly.

Physical map



## Main concepts

Ask pupils to look at the map and read the fact files on each river. They then come up with questions to test a partner. They should only ask questions that can be answered using the information on the pages, e.g. *Can you find the Ebro on the map? What is the shortest river on the map? Which rivers flow through Andalucía?*

## Learn more

- Ask pupils to draw a diagram of a Spanish river of their choice. They then include the following information: name, source, mouth, approximate length and animals that live in or around it.
- The information should be laid out in an artistic way, e.g. the source name could be within a picture of a small spring or fountain; the mouth name could be emerging from a human or animal mouth. The numbers of the approximate length could be written to look like currents of water in the river. If there are fish in the river, the pupil could draw small fish outlines in the river and label them.

**For next lesson ...** blank map of the Community of Madrid, sticky notes

Source of the Miño: Pedregal de Irimia, Lugo; mouth of the Miño: Atlantic Ocean / La Guardia, Pontevedra, Galicia, and Caminha, Portugal

Source of the Segura: Fuente Segura, Jaén; mouth of the Segura: Mediterranean Sea / Guardamar del Segura, Alicante

At the source

### EBRO

**Source:** Cantabria

**Mouth:** Tarragona / Mediterranean Sea

**Other information:** It is the second longest river on the Iberian Peninsula.

Find out where the sources and the mouths of the Miño and the Segura are.

Let's learn about the rivers in Spain and where they begin and end!



Where does a river flow quicker, at the source or at the mouth?

### DUERO

**Source:** Soria

**Mouth:** Porto / Atlantic Ocean

**Other information:** It begins in the Sistema Ibérico.

### TAJO

**Source:** Teruel

**Mouth:** Lisbon / Atlantic Ocean

**Other information:** It is the longest river on the Iberian Peninsula.

A tributary is a river or stream that flows into a larger river or lake. The Pisuerga is a tributary of the Duero. Find out the names of three tributaries of the Ebro, Tajo and Guadalquivir.

## What have I learnt?

Read and complete.

- 1 The Tajo River flows west into the .....
- 2 The longest river on the Iberian Peninsula is .....
- 3 The mouth of a river is .....
- 4 The source of the Ebro river is in .....
- 5 The Duero River empties into the .....
- 6 The Guadiana River forms ..... between .....

**marshland:** an area of soft, wet land with lots of grass

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- 1 Atlantic Ocean
- 2 Tajo
- 3 where it meets another river or a lake, sea or ocean.
- 4 Cantabria
- 5 Atlantic Ocean
- 6 a natural border, Spain and Portugal

Answers will vary but could include: (Ebro) Nela, Jerea, Bayas, Zadorra, Ega, Arga, Aragón, Gállego, Cinca, Segre, Oca, Oja, Tirón, Najerilla, Iregua, Cidacos, Alhama, Jalón, Huerva, Martín, Guadalupe, Matarranya; (Tajo) Guadiela, Algodor, Gévalo, Ibor, Almonte, Salor, Sever, Gallo, Jarama, Guadarrama, Alberche, Tiétar, Alagón, Zêzere; (Guadalquivir) Guadiana Menor, Guadalbullón, Guadajoz, Genil, Corbones, Guadaíra, Guadalimar, Jándula, Yeguas, Guadalmellato, Guadiato, Bembézar, Viar, Rivera de Huelva, Guadiamar.



## Objective:

Pupils will learn the main physical features found in the Community of Madrid.

## Key vocabulary

east, mountain, mountain range, north, peak, river, south, summit, tributary, west



## Warm up

In small groups, pupils write down as many names of local physical features / landforms as possible in three minutes. Classify the landforms into mountain ranges, mountains, rivers and others.

## Main concepts

- Before class, write the names of physical features of the Community of Madrid on sticky notes. Pass out the sticky notes to volunteers to locate on a large physical map of the Community of Madrid.
- Give pupils a blank map of the Community of Madrid. In pairs, they draw and label the physical features of the Community of Madrid.

## Learn more

Locate the local physical features named in the warm up on the large map of the Community of Madrid. Pupils can find out how near or far main physical features are in kilometres.

Castilla-La Mancha

Madrid

### WHAT CAN YOU FIND IN THE COMMUNITY OF MADRID?

The beautiful Community of Madrid is in the centre of Spain. It is bordered by two independent communities. In the **northwest** it is bordered by Castilla y León. What community forms the border in the **southeast**?

The Community of Madrid's geography has three main areas:

**1** The **Sierra de Ayllón** and the **Sierra de Guadarrama** are located in the **north** and northwest part of the Community of Madrid. We can find the highest mountains of the region there. What mountain range do these Sierras belong to?

The highest peak of the Sierra de Guadarrama is **Peñalara** at 2,428 m.

**2** Most of the Community of Madrid is very flat because it is in the **southern sub-plateau**. There are valleys and hills of about 650 m high. We can find the capital city of Spain there.

**3** The **Lozoya**, **Guadalix**, and **Manzanares** rivers flow into the **Jarama River** from the **west**. The **Henares** and **Tajuña** rivers flow into it from the **east**. Their waters run into the **Tago River** in the **south** of the region. Other rivers found there are the **Guadarrama**, **Alberche** and **Tiétar**. All of these rivers provide water to the Community of Madrid.

Can you find the capital city of Spain on the map?

Did you know that the Community of Madrid has some of the best drinking water in all of Europe?

Trace the map and add the main rivers in the Community of Madrid. Which river is the longest?

What is the highest mountain in the Community of Madrid?

The top of a mountain is called a **summit** or **peak**.

Jarama River: 190 km

Peñalara

Jarama River

26

30

## Objective:

Pupils will understand that raised-relief maps are 3D representations of an area of land which show the different levels of elevation of that area.

## Key vocabulary

3D, elevation, relief, representation



## Warm up

Show pupils the materials needed for the lesson. Tell them that they will be creating a raised-relief map of Spain and ask them to guess which features will be represented.

## Main concepts

Hand out the materials for the investigation. Ask volunteers to read out the steps. Demonstrate each step as it is read aloud. Ask pupils to think carefully about the levels of elevation when they are laying out the plasticine. Demonstrate how to lay it out so that it is roughly to scale and the mountains are represented accurately.

## Learn more

Ask pupils which features are represented on raised-relief maps. Pupils compare their map with a flat map of Spain and discuss pros and cons.

Yes, Spain has many areas with high elevation. The highest point in Spain is Mount Teide, which has an elevation of 3,718 metres.

THAT'S A RELIEF!

Hands on...

### Before you start

Raised-relief maps are 3D representations of the Earth which show different levels of elevation.

### Materials

paper, pencil, colouring pencils, yellow and brown plasticine

### Method

- 1 Draw the outline of Spain.
- 2 Colour the country green. This colour represents areas of low elevation.
- 3 Add yellow plasticine to represent areas of medium elevation.
- 4 Add brown plasticine to represent areas of high elevation, such as mountain ranges.

### Conclusions

Does Spain have lots of high elevation?

Is Spain quite flat or is it mountainous?



There is a lot of ... elevation.

We use the expression *that's a relief* when we receive news which stops us worrying about something.

Here's the hidden mountain range!

Spain is mountainous.

## Language skills answers

1 a where

b that

c the highest

d who

e harder

f more interesting

2 Pupils' own answers but they should include verbs in the past tense as well as physical features vocabulary

This activity gives pupils practice of **A1 Movers** Reading and Writing Part 4.

## Language skills

1 Read the sentences. Choose the right words and write them in your notebook.

### Mountains and rivers in Spain



- |   |  |   |                      |                  |                  |
|---|--|---|----------------------|------------------|------------------|
| a | My aunt has a house ..... the Ebro River starts.                         | a | which                | where            | who              |
| b | The Tajo is the river ..... flows from Spain into Portugal.              | b | that                 | when             | where            |
| c | Peñalara is ..... peak in the Community of Madrid.                       | c | the higher           | higher           | the highest      |
| d | I have a friend ..... climbed to the top of La Mujer Muerta last summer. | d | where                | which            | who              |
| e | The Duero River is ..... to cross than the Tajo.                         | e | the hardest          | more hard        | harder           |
| f | I think the mountain called La Mujer Muerta is ..... than Peñalara.      | f | the more interesting | more interesting | most interesting |

2 Talk to a partner. What did you do last summer?



swim



walk



eat

I went to ..... and ..... .

## Review answers

1 a Cordillera Cantábrica

b Sistema Central

c Cordillera Bética

d Islas Canarias

e Sierra Guadarrama

2 Atlantic Ocean: Duero, Guadalquivir, Guadiana, Miño, Tajo  
Mediterranean Sea: Ebro, Segura, Júcar

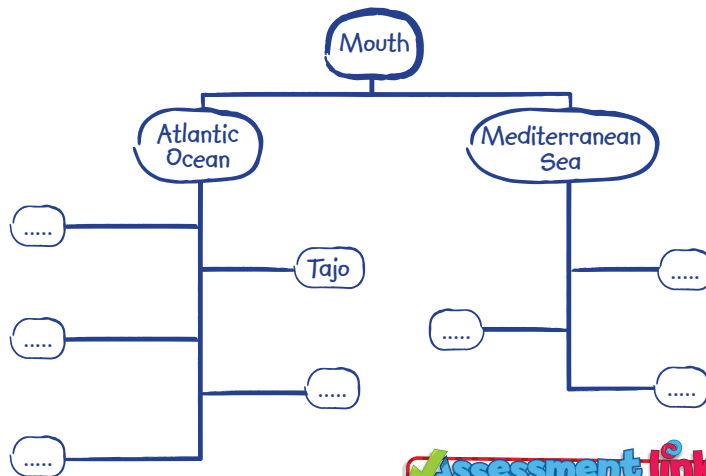
### Review

1 In your notebook, match the mountains to their location.

- a Picos de Europa
- b La Mujer Muerta
- c Mulhacén
- d Mount Teide
- e Peñalara



2 In your notebook, complete the mind map with the main rivers in Spain.



**Assessment link**  
Go to page 86 for more activities.

### What have I learnt?

How many stars? Tell a partner. (★ = I'm still learning. / ★★★★★ = I can do it!)

- 1 I can name and find the main mountains in Spain.
- 2 I can name the parts of a river.
- 3 I can name and find the main rivers in Spain.
- 4 I can name and find the geographical areas of the Community of Madrid.

Encourage pupils to revise the unit content using the questions on page 86 and the study techniques on page 87.



## Objective:

Pupils will learn about natural protected spaces in Spain.

## Key vocabulary

care, ecosystems, endangered, nature, protect, wetland



## Warm up

- Ask *Do you like nature? Why?*  
Encourage pupils to answer the question and give examples of what they like most about nature.
- Introduce the concept 'natural protected space'. Then, use a map of Spain and ask about places they know or they have been to.

## Main concepts

- Draw pupils' attention to the pictures on the page. Ask *Do you know any of these places?*
- Encourage pupils to describe the pictures in pairs: *there is a mountain, there are flamingos, there is a bird on a rock ...*

## Learn more

- As a class, make a list of actions to conserve and protect these areas. Then, create a poster for the class.
- Focus on the Teide National Park photo and elicit information about volcanoes from the pupils.



## PROTECTING SPAIN'S NATURAL TREASURES

**Natural protected spaces** are very important. They are beautiful and they have ecosystems which we need to take care of. Some of these places are home to endangered plants and animals. Almost 13% of Spain's territory is protected. These spaces are natural parks, conservation reserves and wetlands.

**Islas Cies**

**Parque Nacional de Ordesa y Monte Perdido**

**Parque Nacional de Monfragüe**

**Sierra Nevada**

**Parque Nacional de la Sierra de Guadarrama**

**Parque Nacional de Doñana**

Do you know any other protected spaces in Spain?

Why are these spaces important?

Do you know any of these places?

## Objective:

Pupils will investigate and learn about a natural protected area.

## Key vocabulary

animals, brochure, habitats, information, plants



## Materials

Poster 1, Worksheet 1, Competency Assessment Grid 1

## Warm up

- Ask pupils if they have ever been to a natural park.
- Make a list of animals and plants they can find there.
- Show pupils photos from other natural protected areas in Spain, e.g., *Picos de Europa*, *Timanfaya*...

## Main concepts

- Make groups. Go through the steps for **Project 1**.
- Tell pupils to complete the model on **Worksheet 1**.
- Ask pupils to reflect on their work during Step 2. Ask: *What can you do to cooperate better?*

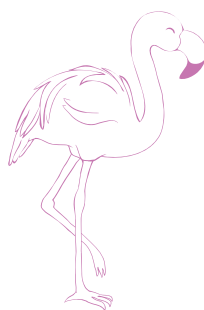
## Learn more

Ask pupils to record a podcast with the information in their brochure.

### Our natural treasures brochure

#### Step 1: Plan

- 1 Look at **Poster 1**. In groups, decide on a natural protected space for your brochure. Investigate it and complete **Worksheet 1**.
- 2 Decide in your group:
  - What information will you include in your brochure?
  - What pictures or drawings will you use?
  - What materials will you need to create the brochure? Make a list.



#### Step 2: Prepare

- 1 Work together to create your brochure.
- 2 Did everyone show respect for each other's ideas? 😞 😐 😊

#### Step 3: Present

Ask questions after presentations!

- 1 Display your brochure for your classmates.
- 2 Explain your brochure to your classmates.
- 3 Make copies for the rest of your classmates.



# UNIT 1 REVIEW QUESTIONS PAGE 84

## ***Think about it answers***

- 1 continents, countries, regions, cities, political borders
  - 2 street map
  - 3 physical map
  - 4 north, south, east, west
  - 5 rub the tip of the needle against a magnet
  - 6 small scale
  - 7 false
  - 8 street map
  - 9 Pupils' own answers
  - 10 floor plan
- 

## ***Think harder answers***

- 1 Both maps show continents, countries, seas and oceans; physical maps also show natural features like rivers, lakes and mountains; political maps show regions, cities and political borders.
- 2 Pupils' own answers
- 3 scale, compass rose
- 4 Pupils' own answers (although digital maps are more popular today)
- 5 because of the magnetic pull of the North Pole
- 6 You should use a physical map because it shows elevation and natural features you will encounter along the way.
- 7 Pupils' own answers
- 8 38.5 km
- 9 Pupils' own answers
- 10 Pupils' own answers (but political maps have changed over time due to changes in political borders and names of countries because of wars and other political situations)

# UNIT 2 REVIEW QUESTIONS PAGE 86

## ***Think about it answers***

- 1 Its land boundaries are shared with Portugal, France and Andorra. Its peninsular coast borders with The Atlantic Ocean and the Mediterranean Sea.
  - 2 because it is the product of a slight uplift of the Earth's crust
  - 3 the Community of Madrid
  - 4 Duero, Tagus, Guadiana and Guadalquivir
  - 5 the Tajo
  - 6 Teide (3,718 m) in Tenerife
  - 7 the Cordillera Cantábrica
  - 8 the Miño
  - 9 Montes Universales
  - 10 false – the Guadalquivir flows through Andalucía
- 

## ***Think harder answers***

- 1 a piece of land bordered by water on three of its sides
- 2 the source
- 3 The water comes from the Sierra de Guadarrama. It is the best water in Spain.
- 4 approximately 330 km
- 5 the Guadiana River, the Duero River and the Miño River
- 6 Mulhacén (3,479 m) is 5,369 m smaller than Mount Everest (8,848 m).
- 7 France, Spain and Andorra
- 8 A river's source is where it begins, and its mouth is where it flows into another body of water.
- 9 Sierra de Guadarrama National Park, La Cumbre, Circo and Lagunas Natural Park
- 10 The following rivers must be included: Tajo, Ebro, Duero, Guadiana, Guadalquivir, Segura.